

GILBERT ELEMENTARY

314 Main Street
Gilbert, SC 29054

GRADES 3-5 Elementary School

ENROLLMENT 588 Students

PRINCIPAL Timothy F. Oswald 803-892-1000

SUPERINTENDENT Dr. Karen C. Woodward 803-951-8363

BOARD CHAIR Ms. Kay P. Coker 803-892-3227

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
24	43	2	0	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Good	N/A
2002	Good	Below Average	N/A
2003	Good	Unsatisfactory	No
2004	Good	Below Average	Yes

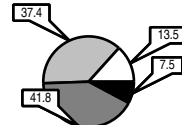
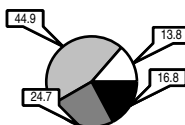
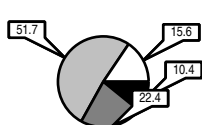
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

67.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	589	99.8	17.4	40.5	39.4	2.7	54.1	Yes	Yes
Gender									
Male	304	99.7	19.9	43.2	34.6	2.4	48.6		
Female	285	100.0	14.7	37.6	44.7	3.0	60.2		
Racial/Ethnic Group									
White	527	99.8	15.0	40.8	41.2	3.0	55.6	Yes	Yes
African-American	32	100.0	44.4	37.0	18.5	0.0	25.9	I/S	I/S
Asian/Pacific Islanders	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	24	100.0	47.4	42.1	10.5	0.0	42.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	469	100.0	9.2	42.0	45.6	3.1	62.7		
Disabled	120	99.2	49.6	34.5	15.0	0.9	20.4	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	589	99.8	17.4	40.5	39.4	2.7	54.1		
English Proficiency									
Limited English Proficient	13	100.0	72.7	27.3	0.0	0.0	27.3	I/S	I/S
Non-Limited English Proficient	576	99.8	16.3	40.8	40.2	2.7	54.7		
Socio-Economic Status									
Subsidized meals	263	99.6	26.3	40.4	32.1	1.3	46.7	Yes	Yes
Full-pay meals	326	100.0	10.7	40.6	45.0	3.8	59.7		

Mathematics - State Performance Objective = 15.5%									
All Students	589	99.8	15.4	51.8	22.4	10.4	49.6	Yes	Yes
Gender									
Male	304	99.7	17.1	47.6	23.6	11.6	49.0		
Female	285	100.0	13.5	56.4	21.1	9.0	50.4		
Racial/Ethnic Group									
White	527	99.8	13.0	53.1	23.3	10.7	51.3	Yes	Yes
African-American	32	100.0	48.1	37.0	11.1	3.7	22.2	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	24	100.0	36.8	42.1	10.5	10.5	36.8	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	469	100.0	9.4	53.3	25.2	12.1	56.6		
Disabled	120	99.2	38.9	46.0	11.5	3.5	22.1	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	589	99.8	15.4	51.8	22.4	10.4	49.6		
English Proficiency									
Limited English Proficient	13	100.0	54.5	45.5	0.0	0.0	9.1	I/S	I/S
Non-Limited English Proficient	576	99.8	14.6	51.9	22.9	10.6	50.5		
Socio-Economic Status									
Subsidized meals	263	99.6	21.3	53.8	17.9	7.1	40.8	Yes	Yes
Full-pay meals	326	100.0	11.0	50.3	25.8	12.9	56.3		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	199	100.0	18.8	38.2	38.7	4.2	42.9
	Grade 4	213	99.5	18.6	50.3	29.6	1.5	31.2
	Grade 5	222	99.1	32.0	42.9	24.1	1.0	25.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	170	99.4	15.2	29.9	50.0	4.9	54.9
	Grade 4	209	100.0	16.6	36.6	44.9	2.0	46.8
	Grade 5	210	100.0	19.6	53.1	25.8	1.4	27.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	199	100.0	13.6	57.1	20.4	8.9	29.3
	Grade 4	213	100.0	11.1	53.3	22.6	13.1	35.7
	Grade 5	222	100.0	29.8	48.3	16.6	5.4	22.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	170	99.4	11.6	63.4	20.1	4.9	25.0
	Grade 4	209	100.0	14.1	43.9	28.8	13.2	42.0
	Grade 5	210	100.0	19.6	50.7	17.2	12.4	29.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 588)				
First graders who attended full-day kindergarten	N/R	N/C	100.0%	100.0%
Retention rate	0.2%	Down from 0.8%	2.5%	2.7%
Attendance rate	96.6%	Up from 95.7%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.5%		3.4%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	1.4%		3.1%	3.5%
Eligible for gifted and talented	14.9%	Down from 21.6%	21.6%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.7%	Down from 13.4%	8.0%	8.2%
Older than usual for grade	0.2%	No change	0.6%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Down from 0.8%	0.0%	0.0%

Teachers (n= 37)				
Teachers with advanced degrees	43.2%	Down from 45.2%	55.2%	51.4%
Continuing contract teachers	97.3%	Up from 85.7%	90.3%	87.5%
Highly qualified teachers**	93.8%	N/A	95.3%	95.0%
Teachers with emergency or provisional certificates	3.0%		0.0%	0.0%
Teachers returning from previous year	74.4%	Up from 72.1%	88.6%	86.7%
Teacher attendance rate	95.3%	Up from 95.2%	95.2%	94.9%
Average teacher salary	\$42,245	Up 1.9%	\$42,119	\$40,760
Prof. development days/teacher	6.5 days	Down from 10.1 days	10.9 days	12.4 days

School				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio in core subjects	22.2 to 1	Up from 21.7 to 1	20.1 to 1	18.9 to 1
Prime instructional time	90.8%	Up from 90.3%	90.7%	90.0%
Dollars spent per pupil*	\$6,949	Up 28.4%	\$5,849	\$6,044
Percent of expenditures for teacher salaries*	56.5%	Down from 67.8%	67.1%	65.9%
Opportunities in the arts	Good	Up from Fair	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	94.2%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Dear Parent/Guardian:

Gilbert Elementary School's theme, "Our school is four walls with tomorrow inside" anchors our philosophy. The PTA, School Improvement Council, faculty and staff work diligently to create a positive learning environment for our children. In fact, school administrators and the School Improvement Council jointly wrote this report.

This year administrators and faculty reviewed our school's Palmetto Achievement Challenge Tests results and the challenges those results presented. Based on this information, we developed several initiatives to improve student achievement.

In the South Carolina Reading Initiative, teachers continued to learn research-based best practices designed to help students meet their reading objectives. In the "Writing Initiative Committee" we implemented ways to increase writing across the curriculum in an attempt to make writing an essential aspect of our school culture.

In the GES "Math Initiative" we added a full-time mathematics coach who helps teachers develop new and innovative ways to teach the standards and help students reach their academic goals. We also added a new resource, a mathematics software program, to help us take a systematic approach to teaching new concepts and procedures in mathematics. The software allows us to test and get immediate feedback regarding students' comprehension.

With the help and support of our PTA members, parents, community, district, students and staff we have created a warm and nurturing learning environment that exemplifies care and compassion through numerous service learning activities and character education programs.

GES was glad to implement the "Healing Species" character education program in the fourth and fifth grades. This program helps our students develop their ability to make "good" decisions regarding behavior, manners, social interactions, etc. This program was offered to all fourth grade students by our district. One of our business partners, Pond Branch Telephone, and our own GES PTA sponsored our fifth grade program.

GES was the proud winner of the American Cancer Society's "Traveling Trophy Award" given to the school who raised the most money for the Lexington County Relay for Life sponsored by the American Cancer Society. GES raised \$11,570.66 for cancer research. GES students brought in food items for our GES Cares Canned Food Drive. Faculty and students remembered Sept. 11th with a ceremony and saluted our troops abroad by sending them cards and care packages.

The GES PTA was honored to have one of our volunteers recognized as South Carolina's "Volunteer of the Year." The State Superintendent of Education Inez Tenenbaum recognized Ms. Ingrid Hutto in November.

Tim Oswald, Principal

Gail Provost, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	41	198	117
Percent satisfied with learning environment	95.0%	86.3%	97.4%
Percent satisfied with social and physical environment	97.6%	84.3%	88.8%
Percent satisfied with home-school relations	95.1%	88.8%	77.2%

*Only students at the highest elementary school grade level at this school and their parents were included.